

REPORT Artmile International Collaborative Learning 2022

Country/Region [India]


School [Suncity School] Teacher [Himani Mehta] Grade (5-6) Member (30)

JP School [Okuno Elementary School] Teacher [Kaoru Imaizumi / Hiroshi Kobuke]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
English	Introduction of self, school, city, country	2
Social Studies, Science	Research on population explosion in India, problems, solutions	10
ICT	PPTs, videos on Introduction, our culture, research, SDGs in focus	4
Art	Planning, drawing, painting, assembly preparation	15

Theme and Message of the mural

Theme	(SDG 11)
Message United thoughts to share with the world	Both schools agreed that there should be “Quality of life/healthy living” and “no disparity and poverty.” “A safe and secure world” is essential for “people’s physical and mental health.” One of the concrete forms of “peace and love” is “everyone supporting each other.”
	

Effects and Problems

Effects your students have gained	Points for further improvement
Students researched the problem of populations, whether it is too much or too little. Our country’s population impacts not just living conditions but also the environment. There is a strain on resources.	They are still young to understand the ways to reduce population growth. But they can learn to use their population as strength.

How has your impression toward your partner’s country/region and the world changed?

Changes in the students	Changes in the teachers
Students learnt how to manage time because this project was apart from their regular studies. They had to research about the SDG 11, 15. However they could use this knowledge for their regular subjects also and taught their peers about what they have learnt. They also understood how difficult it is to speak English if it is not the medium of instruction, like in Japan. They started trying to speak slowly to make their partners understand.	Mostly we met our students on MSTeams as they were a group from different classes and sections. For research, we were communicating online. During painting time, we took small groups to work with in our art lessons. So we learnt to manage situations like this.





Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	Jul.	Introduction with cards, PPTs on school, city, country, showcase of traditional dresses, food, traditions, festivals	Students were very enthusiastic to share their culture and also excited to learn about Japanese culture in the VC. We had two Japanese students in our group and that was very good when we needed to translate for our Japanese friends. We learnt something new- Dango Nenbutsu. Declining population in Japan.	English
SHARE with the partner	Aug.	Research about causes of population explosion, the problems that come from them, how people are coping. We had our Japanese parents also come forward to share their views on the problem.	Students researched about problems and solutions that were being implemented at government level in India. How SDG 11 is also connected with SDG 14,15. It was interesting to hear their thoughts. One student showed a solution to get low cost clean drinking water with an invention.	Social Studies, Art ICT
UNITE the thoughts	Sep. Oct.	We shared all the research, problems and solutions with our partner school in our video conference.	The Forum was a good place to share everything as we could not have too many online meetings. Both groups decided on a combined message for the world. There were commonalities of our thoughts.	English
CREATE the mural	Nov.- Feb.	Students were asked to draw, write their ideas about how the whole picture should connect and become one big picture. We shared our students' thoughts and ideas on the Forum about what to draw.	Naamya Wali came up with the idea of the balance to show less and more population. We added public transport, showed people as a strength and also showcased the traditional art forms of our Indian culture.	Art
APPRECIATE the whole learning	Mar.	Students have written about their experience in this collaboration. They shared in the morning assembly.	Students proudly displayed and talked about the whole experience, their learning, in the assembly. We will upload them on the Forum. We will also put the project on the school Facebook page.	English ICT

Effect and evaluation gained through the collaborative learning

Evaluation: Rank 5 to 1 (5: very effective / 4: effective / 3: so- so / 2: not so effective / 1: not effective at all)

Expected effect	Evaluation	Scenes and reasons that teachers felt the effects
Cross-cultural understanding	5	Students loved sharing of our culture through dress, customs, food. It was very interesting to have Japanese students even on our side. They were able to understand and translate where needed and became an important part of Indian group. We loved the beautiful origami we received from our friends. We also sent some cards and gifts made by our students to our friends in Japan.

<p>Cross-cultural understanding</p>	<p>5</p>	<p>We were very happy to see that Japanese friends were learning Indian Warli art.</p> 
<p>Active learning and action</p>	<p>4</p>	<p>Students researched problems and solutions that were being implemented at different levels. It was so nice to see one invention to provide low cost clean drinking water, that was researched and even showcased on the mural.</p> 
<p>Critical thinking (objective, logical views)</p>	<p>4</p>	<p>When research leads to deeper thinking, it is successful critical thinking. The invention was one example.</p> 
<p>Collaborating with different people</p>	<p>4</p>	<p>Interaction with our partners was a challenge as their English communication was very beginner level. We were reminded to speak slowly in the VC many times. Here our two Japanese students really helped. Miu and Miharu were a great help to both sides.</p> 
<p>Expressing in words, in shape</p>	<p>5</p>	<p>We presented the mural project in the morning assembly and the whole school saw the mural displayed in the Primary block. Students were confident in presenting, visualizing, drawing, painting.</p> 